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ABSTRACT

This study was designed to develop a conceptual scheme and brief reliable measures of parent and teacher involvement and interaction, to be given to kindergarteners' parents and teachers at the time of enrollment and again at the end of kindergarten. The inventories provide a framework for an analysis of (1) characteristics of parents and teachers that influence home-school collaboration; (2) the extent to which different policies, programs, and interventions might influence parent-teacher interaction and involvement; and (3) the relationship of different levels of parent and teacher involvement and interaction to the child's school adjustment and achievement. A search of ERIC documents pertaining to home-school relationship, and a review of research on parent involvement in the child's education in the home and in the school, provided the background for developing the inventories. A small pilot study was conducted with 20 parents of 4- and 5-year-olds at a child development center. Intercorrelations of scale scores were computed for the "a priori" scales for the pilot data and were examined for clusters of scales that might define major dimensions of parent-teacher interaction and parent involvement. These clusters indicate that major dimensions of parent-teacher involvement and interaction can be isolated from this inventory. (CS)

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Final Report

Development of Inventories for Assessing Parent and Teacher Interaction and Involvement[1]

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Preface

This research was carried out under a contract to the Frank Porter Graham Child Development Center from the North Carolina State Board of Education. The opinions stated are those of the authors and do not represent the positions or policies of the granting agency.

During the spring of 1974, the research staff of the FPG Center conducted a series of four studies which related to the quality and improvement of kindergarten programs in North Carolina. The study described herein was the fourth in this series.

All subjects in the studies were students (or their parents) in the multi-age, open classroom housed in the research building at the Frank Porter Graham Child Development Center in Chapel Hill, North Carolina. The class was composed of 60 children, of whom there were 10 four-year-olds, 29 five-year-olds, and 21 six-year-olds. The four-year-old children participate in a kindergarten program supported by the Center; however, the other children are public school students. Ninety-three percent of the parents agreed for their children to be involved in the studies.

The authors appreciate the assistance and cooperation provided by the Chapel Hill-Carrboro Public Schools and the Division of Research in the North Carolina State Department of Public Instruction.

Development of Inventories for Assessing Parent and Teacher Inter action and Involvement[1]

Earl S. Schaefer and Marianna Edgerton

The development of inventories to measure parent and teacher involvement and interaction in the education of the child in the home and school was motivated by evidence that the child's academic achievement is very much influenced by the child's home environment and by parent involvement in the child's education (Douglas, 1964; Rupp, 1969; Cullen, 1969; Hess, 1969; Schaefer, 1972). Furthermore, substantial evidence is accumulating that teacher effort devoted to strengthening and supporting family education of the child, even after school entrance, may be a cost-effective method for promoting academic achievement (Lazar and Chapman, 1972). These studies suggest the need for more detailed research on parent and teacher involvement and interaction as they influence the child's education in the home and in the school.

Previous research has typically focused upon the parent's role in the child's early education in the home and upon the teacher's role in the child's later education in the school. Yet parent-teacher interaction and involvement during the early school years might contribute substantially to academic achievement of the child, particularly for those children whose families lack the knowledge and skills that would enable then to support their children's education both at home and at school.

[1]We gratefully acknowledge the many contributions of Meredith McKinney, who is a co-author of the Parent Form of the Home-School Relations Inventory.

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The model for parent-teacher-child interaction and involvement of Figure 1 suggests that parent and teacher involvement as well as parent-teacher interaction may influence the child's academic achievement. Characteristics of parents and teachers may influence both the interaction with one another and their involvement with the child. Parent-teacher interaction may influence both parent and teacher involvement with the child's education and the child's academic achievement.

The objective of this study was to develop a conceptual scheme and brief reliable measures of parent and teacher involvement and interaction, to be given to parents and teachers at the time of enrollment in kindergarten and again at the end of kindergarten. Inventories for both parents and teachers would allow analyses of characteristics of parents and teachers that influence home-school collaboration; of the extent to which different policies, programs and interventions might influence parent-teacher interaction and involvement, and of the relationship of different levels of parent and teacher involvement and interaction to the child's school adjustment and achievement.

Brief Review of Selected Literature

The most conclusive research on the correlation between parental involvement with the child's progress at school and the child's school behavior and academic achievement was done on a national sample of approximately 5,000 British children born in a single week in March 1946 (Douglas, 1964). From teacher comments on the level of parent interest in the child's school work and from records of the number of times each parent visited the school to discuss the child's progress, parents were judged to show a high, fair, or low level of interest. At both eight and

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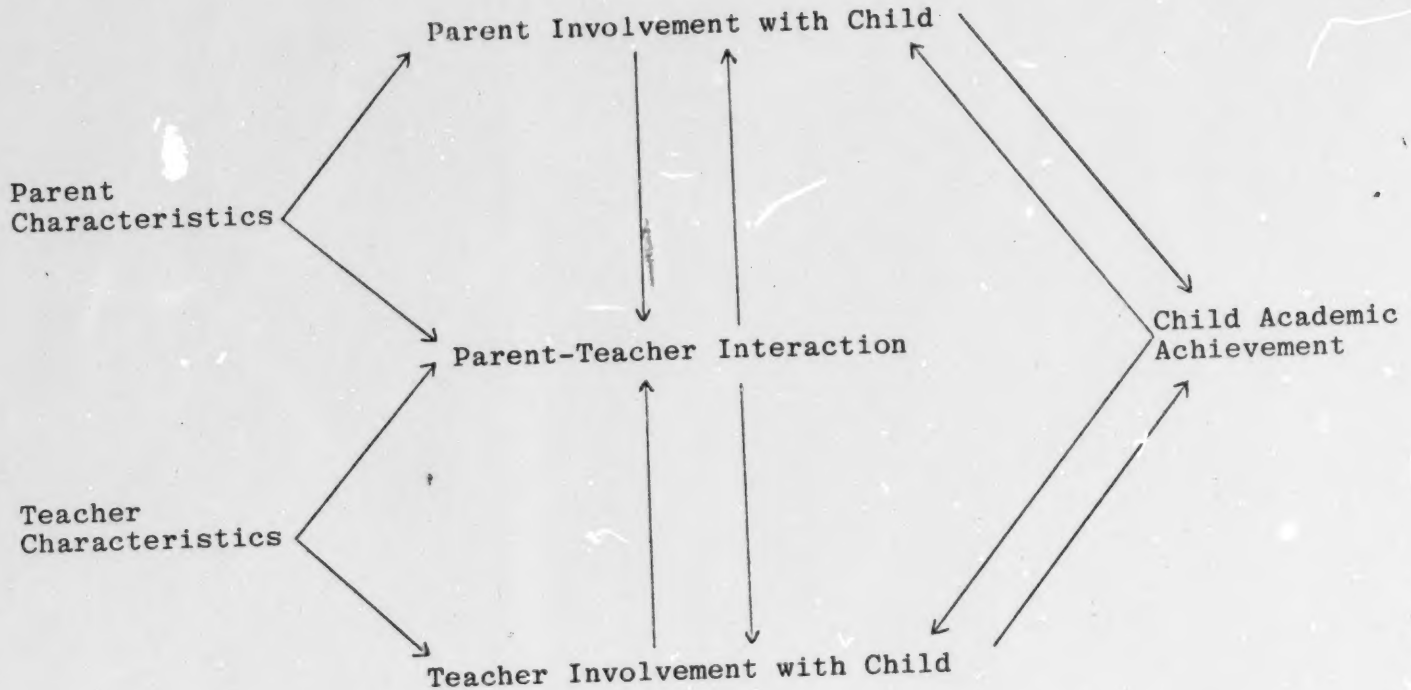

Figure 1. A Model for Parent-Teacher-Child Interaction and Involvement

eleven years of age the highest average mental test scores were made by children whose parents were most interested, with a relationship between test scores and parental interest within each social class. Parental interest was also related to increases in test performance between eight and eleven years but only to the extent that parental interest encouraged the children to work hard. Douglas (1964, p. 87) states that: "The influence of the level of the parents' interest on test performance is greater than that of any of the other three factors--size of family, standard of home, and academic record of the school . . . ." The finding that parents' interest adds significantly to the prediction of academic achievement even after controlling for social class suggests the need for a more detailed analysis of the antecedents and correlates of parental involvement with the child's schooling.

Rupp (1969) studied the family environment of groups of children from a lower socio-economic group who had high and low achievement in reading but who were matched on a number of family structure and socio-economic variables. Among the family cultural-pedagogical variables that differentiated the high and low achievers were the amount of intellectual stimulation in the home and the parents' involvement in the child's schooling.

In a review of parent-centered early education programs, Lazar and Chapman (1972) reported:

> Consideration of the results of all four of the studies in which the effects of schooling for the child, home visits, and parent meetings were compared, either singly or in combination, reveals the following: in each of the four studies parent involvement, with or without a preschool component, resulted in more beneficial effects on children's language or intellectual development or academic achievement and on parents' IQ, feelings, attitudes, or life style than the school component only [p. 34].

They also reported that the parent-centered approach appears to be effective even during first grade:

> In the project sponsored by Mobilization for Youth, the first grade children whose parents were trained one hour per week to read to their children scored higher on nine different reading tests than did matched children who received special schooling--two hours of remediation per week from professionals--or a control group receiving no intervention [pp. 19-20].

The apparent effectiveness of parent-centered programs for preschool children, the evidence of greater long term effects, the evidence of vertical diffusion within the family, and the lower cost than for child-centered education reported by a number of investigators suggest the desirability of exploring the school-home and teacher-parent dimensions of children's learning more intensively.

Gordon (1969) and Hess, Block, Costello, Knowles, and Largay (1971) analyzed the roles parents play in early education. These roles include supporters, service givers, facilitators, teacher of their own children, and learners, as well as various roles which contribute to the functioning of the school. This analysis provides a basis for more detailed investigation of the importance of these roles. A number of other empirical studies have also contributed to the development of a conceptual scheme for the analysis of parent involvement and parent-teacher interaction.

Procedure

An ERIC search on home-school relationship, as well as a review of research on parent involvement in the child's education in the home and in the school, provided the background for developing the inventories. The major focus in the review of literature was upon concepts and upon

questionnaires for the study of parent involvement and parent-teacher interaction. The interview study of parents and teachers by Wilder, Friedman, Hill, Sandis, and Sieber (1968) was a major source of ideas. Tentative concepts were developed through integration of many sources, and a set of items that provided a detailed definition of the concept was written. The current behavior, expectations, attitudes, and desires of parents and teachers, related to their involvement in the child's education and to parent-teacher interaction, were emphasized in the development of concepts and scales.

The construction of the inventory was guided by a hierarchical model for concept development that consisted of three levels: (1) specific behavioral items, (2) scales composed of several specific items that defined more general concepts, (3) major dimensions composed of several scales which are identified by use of cluster or factor analysis (Schaefer, 1971). In the Parent Form of the Home School Relations Inventory, twenty-five concepts were developed, each with three to five specific items. These concepts or scales, with sample items from each, are reported in Table 1. A copy of the entire Inventory is in Appendix D.

An inventory for teachers was also developed that corresponds closely to the parent form. Some concepts and items are identical and some are equivalent to the parent version to allow comparisons of the reports of parents and teachers. Other scales and items are specific to teachers to allow exploration of their perceptions of parent and teacher roles and behaviors.

Pre-test and post-test forms were developed for both parents and teachers to allow comparison of the reports at the beginning and end of

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TABLE I

Scales and Sample Items on the Home School Relations Inventory, Parents' Version, Pre-Test

A.	Desire for contact with teacher and school	not at all	once or twice	3 to 5 times	6 to 8 times	more
	1. If it were possible, I would like to talk to the teacher about my child	____	____	____	____	____
	5. I think parents and teachers should have a private conference even if there is no special problem	____	____	____	____	____
B.	Early language stimulation	not at all	seldom	sometimes	often	
	14. When my child was a baby, I played peek-a-boo and pattycake with him	____	____	____	____	
	34. I sang songs and told stories at bedtime	____	____	____	____	

C. Desire to help teacher

NOTE: The above categories apply to the next seven scales.

15. I would like to go on a field trip with the class

23. I would like to help with games at a class party

D. Expectation of comfort at school (negative)

16. I feel ill at east when I go to the school for any reason

24. I get tense when I have to talk to the teacher about my child

E. Current educational activities at home

17. I count things with my child

25. I tell my child the colors of his clothes and toys

F. Information on child development

10. I have read books, magazines, or newspapers about how to help my child learn

26. I have asked doctors or teachers how to help my child learn

G. Support of school

19. I have told my child that kindergarten is fun

27. I expect to help my child work out his problems at school

H. Using community resources and media

12. My child watches Sesame Street, Mr. Rogers, or the Electric Company on TV

__ My child has had lessons in arts, crafts, music or dancing

I. Desire to help with "homework"

13. I would help my child learn number skills at home if the school encouraged it

21. I would help my child in learning how to read if the teacher showed me how

J. Expectation of comfort at school (positive)	strongly disagree	mildly disagree	mildly agree	strongly agree
37. I would feel free to suggest to the teacher how to help my child	_____	_____	_____	_____
53. I would feel free to call my child's teacher with any questions I might have	_____	_____	_____	_____

K. Value of child teaching others

38. I feel my child would learn more from teaching another child than from regular classroom activities

70. My child would like to teach other children who need special help in school

NOTE: The above categories apply to the remaining scales.

L. Importance of school education (more than home)

55. Schools are responsible for the fact that many children don't learn to read well

87. Early schooling is the best answer to learning problems

M. Expected reception at school (positive)

40. I expect the teacher to welcome me at school at any time

56. I expect the teacher to be open to my suggestions about changes needed for my child

N. Value of "homework" (negative)

41. Teaching a child to read is a job for a trained teacher, not a parent

57. Only a teacher can decide when a child is ready to learn to read

O. Attitude about teacher suggesting activities

42. I would like the teacher to recommend TV shows for my child to watch at home

74. It would be helpful if teachers would suggest family games and activities that help children learn

P. Tolerance of teacher asking for help (negative)

43. Teachers should carry out their own jobs and not expect help from parents

59. Schools have no right to ask parents to help

Q. Value of home education (specific)

44. Talking a lot to a child during his first year of life helps him to learn to read later

60. Playing games at home teaches a child things that will be useful in school

R. Value of child being taught by other children (positive and negative)

77. If another child was especially good in some subject, I would be willing to have him teach my child

61. I don't want my child to be tutored by other children

S. Tolerance of teacher asking for help (positive)

46. Teachers should feel free to ask parents for help at school

62. I would like the teacher to ask me to help in some way

T. Expected reception at school (negative)

63. Teachers don't want to be bothered with parents

79. Parents are welcome at school only when invited

U. Value of "homework" (positive)

64. A child will learn to read sooner if parents help him at home

80. Almost any parent can help his child with school work

V. Evaluation of contact with teacher (positive)

81. Teachers can help children more if they know the families

94. Children would be happier if parents and teachers worked together

W. Importance of home education (more than school)

50. A child's success in learning to read is influenced more by his home than his school

66. The most important part of a child's learning happens before he starts school

X. Evaluation of contact with teacher (negative)

51. Parents should leave teachers alone and not try to get involved with them

83. Teachers can do a better job if parents stay out of the classroom

Y. Attitude about help from teacher for home education

92. Parents would be better at teaching their children if given help by the school

96. The schools should provide training for parents on how to help children learn at home

kindergarten. Questions of opinion remain the same in order to determine changes of opinion during the school year. Items that explore expectations in the pre-test are replaced by items that ask for reports of actual experience in the post-test. The pre- and post-test forms for both teachers and parents will allow analysis of changes that might occur as a result of different education programs and/or because of variations in parent-teacher interaction during the school year.

In order to determine whether the parent form can provide useful data in this relatively new research area, a small pilot study was conducted with parents of four- and five-year-olds at the Frank Porter Graham Child Development Center. Parents of 20 of a target group of 37 families completed and returned the inventory, even though participation was entirely voluntary and no follow-up was made after the initial request for cooperation. The relatively high rate of return suggests that the content of the inventory was of considerable interest to these parents.

Since only four mothers and four fathers from the 20 families had not attended college and only two one-parent families were included, the respondents are not a representative sample of North Carolina families. Despite the rather homogeneous middle-class sample, a relatively good range of answers was found for most items and for most scales. Those items and scales that showed little variability are expected to show more variability within a more heterogeneous sample. Clearly more information is needed from a more varied socio-economic group, but the limits of time as well as the previous requests for research participation that had been made of this group of parents did not allow a follow-up to

obtain data from parents who did not respond to the initial request for participation.

Results

The pre-test and post-test forms for parents and teachers are included in the Appendix. The development of these forms fulfills the terms of the contract for this project. The analysis of the data of the pilot sample will illustrate what might be achieved with data collection on each of the forms with adequate sample. Although the homogeneous sample of the pilot study does not allow generalization to more varied groups, other studies in method development by the authors have found that analyses of data from small, homogeneous samples does provide a basis for item and scale refinement and for exploration of major dimensions that can be replicated and more exactly defined with larger, more representative samples.

The distribution of responses for both individual items and scale scores are reported in the Appendix. Despite the homogeneous sample, the amount of variance is sufficient to justify further data collection with most items and scales with larger, more heterogeneous samples.

An analysis of the intercorrelations of items within each scale gives further evidence that reasonably reliable scale scores can be obtained for these short scales even for this homogeneous sample. However, some items show very low correlations with other items included in a scale. Detailed analyses of these findings will allow elimination of the items that do not contribute to reliable scores for the scales in which they are included. However most scales have at least two items which intercorrelate well enough to be used as the nucleus of a homo-

geneous scale. The scale names and the two items that best define those scales are reported in Table I.

Intercorrelations of scale scores were computed for the a priori scales for the pilot data and were examined for clusters of scales that might define major dimensions of parent-teacher interaction and parent involvement. These clusters indicate that major dimensions of parent-teacher involvement and interaction can be isolated from this inventory, thus supporting the hypothesis of a hierarchical structure of specific behaviors (items), concepts (scales), and dimensions (factors).

The most clearly defined cluster consists of the scales of Information on Child Development, Use of Community Resources, and Importance of Home Learning which show intercorrelations of .76, .76 and .80. These scales appear to measure the parent's involvement in the child's education in the home and in the community and the extent to which the parent has sought information from different sources that would contribute to the child's education. The relatively high correlations with the parent's evaluation of the importance of home education suggests that the parent is motivated in this activity by a realization of the importance of her contribution. These scales, particularly Importance of Home Education, also show significant correlations with a number of other scales that reflect the parent's interest and activity in the child's education in the home and in the school.

A second cluster consists of the scales of Comfort at School (positive), Contact with Teacher (positive), and Desire to Help Teacher. These scales, which report a positive attitude toward contact with the teacher and toward participation in classroom activities, intercorrelate

.67, .65, and .61. These scales seem to reflect the parents' support for, and participation in, classroom activities.

The cluster of scales that includes Attitude about Help from Teacher, Attitude about Teacher Suggesting Activities, and Desire for Contact with Teacher with intercorrelations of .64, .63, and .43 appear to state positive attitudes toward the teacher contributing to the child's education in the home, i.e. approval of teachers' attempts to strengthen and support the parent's education of the child.

The two scales Teachers Ask for Help (negative) and Teachers Ask for Help (positive) correlate -.85 with each other and .58 and -.50 with Contact with Teacher (negative). They also tend to correlate appropriately with Desire to Help Teacher and with Contact with Teacher (positive). These scales further define the parent's response to contact with the teacher and to assisting the teacher with classroom activities.

Other scales also show significant correlations with the clusters described above and with one another, but the nature and size of the sample does not justify extensive discussion of the findings. The large number of significant intercorrelations and the interpretable clusters found in this pilot study suggest that with further scale refinement and with larger samples, well defined dimensions of parent involvement and parent-teacher interaction could be isolated from the Parent Form of the Home School Relations Inventory. The finding that the parent's independent educational activities in the home, the parent participation in the classroom activities and the parent's seeking for help from the teacher in the education of the child in the home may be

differentiated by these scales suggests that a relatively complex, differentiated analysis of parental roles in the child's education in the home and in the school has been achieved.

Despite the limited range in educational level of the respondents--four high school graduates, four with one to two years of college, six with four years of college, and six with graduate training--the educational level of the respondent was correlated with the scale scores on the inventory. All the scales on the first cluster of Importance of Home Education, Community Resources, and Information on Child Development had significant correlations with education with a range from .40 to .51. Perhaps differences in educational achievement by children of different socioeconomic groups are partially due to parents' awareness of the importance of home education and to their educational activities in the home. Five other scales that reported more favorable attitudes and behavior toward parent involvement and parent-teacher interaction were also significantly correlated with education for this sample. Further analysis of partial and multiple correlations of the Home School Relations Inventory scales and parental education with the child's adjustment and achievement should be done with larger and more representative samples.

Intervention research designed to increase the effectiveness of parent involvement in the child's education in the home and in the school and to increase effective parent-teacher interaction in the education of the child should also be developed. An experimental group of schools might be offered technical assistance, consultation, and varied training opportunities including workshops for school administrators, teachers and parent leaders designed to increase the effectiveness of parent

involvement and parent-teacher interaction. The tools that have been developed in this project would contribute to evaluation of that intervention in a pre-test, post-test, experimental group and control group design.

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Appendix D

Detailed Presentation of Results of Study 4

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Scales and Items for the Parents Version, Pretest with pilot study responses

(Note: In our highly educated population, some categories show much less spread than would be expected in a more varied population.)

Items within scales are in order of degree of acceptance by respondants in pilot study.

A. Desire for contact with teacher and school

	Not at all	Once or twice	3-5 times	6-8 times	More than 8 times
1. If it were possible, I would like to talk to the teacher about my child	-	5	6	6	2
4. I would like to visit my child's class during classtime	-	6	7	3	3
5. I think parents and teachers should have a private conference even if there is no problem	-	5	9	5	1
2. If it were possible, I would like to attend open house at my child's classroom	-	10	7	2	1
3. I would like to go to PTA	1	11	7	1	-

B. Early language stimulation

	Not at all	Seldom	Sometimes	Often
6. I talked to my child even when he was a tiny baby.				20
22. I looked at books with my child before he was two.			1	19
29. I enjoyed my child's early baby talk even when it was hard to understand.			1	19
14. When my child was a baby, I played peek-a-boo and patty-cake with him.	1	-	2	17
34. I sang songs and told stories at bedtime.	1	1	8	10

C. Desire to help teacher

15. I would like to go on field trips with the class.	2	3	14	1
7. I would like to help as an aide in the classroom.	3	4	11	1
30. I would like to tutor a child who needs special help.	7	3	9	-
23. I would like to help with games at a class party.	5	8	7	-

D. Expectation of comfort at school (negative)

	Not at all	Seldom	Sometimes	Often
24. I get tense when I have to talk to the teacher about my child.	17	2	1	-
8. I dread having a conference with the teacher.	19	-	1	-
16. I feel ill at ease when I go to school for any reason.	19	1	-	-

E. Current educational activities at home

35. I read with my child.	-	-	6	14
31. I tell my child why I say "no".	-	-	7	13
9. I talk a lot with my child during meals.	-	1	6	13
17. I count things with my child.	-	2	5	13
25. I tell my child the colors of his clothes and toys.	2	-	5	11

F. Source of information on child development

10. I have read books, magazines, or newspapers about how to help my child learn.	2	2	7	9
26. I have asked doctors or teachers how to help my child learn.	3	9	6	2
18. I ask friends and relatives for ideas about how to help children learn.	6	7	6	1
32. I have attended lectures or courses or met with groups of mothers to discuss how children learn.	9	4	5	2

G. Support of school

11. I listen when my child talks about school.	-	-	-	20
19. I have showed that I thought school activities were fun.	-	1	6	13
27. I have helped my child work out his problems at school.	1	1	13	2

H. Using Community Resources and Media

	No	1-30 days	30-60 days	More
__. Has child been enrolled in a preschool?	1	-	1	18
	None	1-10	11-25	More
36. About how many children's books do you have in your home?	-	1	2	17

	Not at all	Seldom	Sometimes	Often
12. My child watches Sesame Street, Mr. Rogers, or the Electric Company on TV.	-	3	6	11
20. I watch and talk about TV programs with my child	-	5	7	8
	None	1-10	11-25	More
__. Has your child had lessons in arts, crafts, music or dancing outside of school?	11	2	2	5

I. Desire to help with "homework"	Not at all	Seldom	Sometimes	Often
13. I would help my child learn number skills at home if the school encouraged it.	-	1	5	14
21. I would help my child in learning to read if the teacher showed me how.	1	-	5	14
28. I would help my child learn to write if the teacher told me it would help.	-	1	7	10
33. I would help on school projects at home if asked.	2	5	9	3

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree
J. Expectation of comfort at school (positive)				
69. If my child came home with a problem, I would feel free to contact the teacher.	-	-	1	19
85. I would feel "at home" in talking to my child's teacher.	-	-	1	19
53. I would feel free to call my child's teacher with any question I might have.	-	-	6	14
37. I would feel free to suggest to the teacher how to help my child.	-	1	9	10
K. Value of child teaching others (positive)				
54. Children who help younger children in school learn from it themselves.	-	-	4	16
70. My child would like to teach other children who need special help in school.	1	4	7	5
38. I feel my child would learn more from teaching another child than from regular classroom activities. (negative)	5	9	5	1
86. I would not want my child to spend any of his school time teaching other children.	9	8	2	1

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	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree
L. Importance of school education (more than home)				
71. Better schools are the answer to learning problems.	1	5	8	4
87. Early schooling is the best answer to learning problems.	3	6	6	4
55. Schools are responsible for the fact that many children don't learn to read well.	3	6	7	3
39. After a child starts school, most of what a child learns comes from school.	6	6	5	3
M. Expected reception at school (positive)				
72. I think the teacher would welcome my offer to help her in any way.	-	1	8	11
56. I expect the teacher to be open to my suggestions about changes needed for my child.	-	3	8	9
40. I expect the teacher to welcome me at school at any time.	1	8	6	5
N. Value of "homework" (negative)				
57. Only a teacher can decide when a child is ready to learn to read.	2	6	9	2
41. Teaching a child to read is a job for a trained teacher, not a parent.	2	9	8	1
73. Since parents may not know the right methods, they shouldn't help their children with school work.	8	9	3	-
O. Attitude about teacher suggested activities.				
58. I would like the teacher to send home books that I could read with my child.	-	-	7	13
74. It would be helpful if teachers would suggest family games and activities that help children learn.	-	1	10	9
88. I would like to have the teacher suggest activities and places that I could share with my child.	1	1	11	7
93. I would like the school to arrange field trips for parents and children together.	-	5	9	6
42. I would like the teacher to recommend TV shows for my child to watch at home.	2	5	7	6

99026

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree
P. Tolerance of teachers asking for help (negative)				
75. I am too busy or am otherwise unable to help in the schools.	8	7	2	3
43. Teachers should carry out their own job and not expect help from parents.	14	4	1	1
59. Schools have no right to ask parents to help.	17	3	-	-
Q. Value of home education (specific)				
60. Playing games at home teaches a child things that will be useful in school.	-	-	4	16
76. Reading with a child during his first two years helps him learn to read later.	-	-	4	16
44. Talking a lot to a child during his first year of life helps him learn to read later.	-	2	7	10
R. Value of child being taught by other children (positive)				
77. If another child was especially good in some subject or skill, I would be willing to have him teach my child.	1	-	11	8
45. My child would be able to learn from tutoring by another child as well as from the teacher.	2	7	9	3
89. I feel my child could be taught more by an older child than by regular classroom activities. (negative)	5	12	2	-
61. I don't want my child to be tutored by other children.	7	9	3	-
S. Tolerance of teachers asking for help (positive)				
78. Teachers should ask parents to help enrich the school program.	-	1	8	11
46. Teachers should feel free to ask parents for help at school.	1	2	6	11
62. I would like the teacher to ask me to help in some way.	-	2	11	6
T. Expected reception at school (negative)				
79. Parents are welcome at school only when invited.	5	9	6	-
47. In general teachers don't really listen to parents.	10	7	3	-
63. Teachers don't want to be bothered with parents.	8	11	1	-

00027

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree
U. Value of "homework" (positive)				
48. Children learn to read better if parents and teachers both teach them.	1	1	6	12
64. A child will learn to read sooner if parents help him at home.	2	-	8	10
80. Almost any parent can help his child with school work.	1	5	4	9
V. Evaluation of contact with teachers (positive)				
65. Parents can learn a great deal from teachers about ways to help their children.	-	-	6	14
81. Teachers can help children more if they know the families.	-	2	5	13
49. Teachers can help parents do a better job of teaching children at home.	-	3	6	11
94. Children would be happier if parents and teachers worked together.	-	3	6	11
90. A conversation between parent and teacher can help solve a child's problem.	1	2	9	8
W. Importance of home education (more than school)				
66. The most important part of a child's learning happens before he starts school.	-	1	6	12
82. Even during school years, the most important part of a child's learning happens at home.	-	4	10	6
50. A child's success in learning to read is influenced more by his home than his school.	-	8	7	5
X. Evaluation of contact with teacher (negative)				
95. Teachers are too busy to spend any more time with parents than they already do.	1	5	11	2
91. Teachers should not try to influence what goes on in the home.	3	13	2	2
83. Teachers can do a better job if parents stay out of the classroom.	7	8	5	-
67. Teachers would be just as glad if parents stayed away from school.	10	7	3	-
51. Parents should leave teachers alone and not try to get involved with them.	11	5	4	-

	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree
Y. Attitude about help from teacher for home education				
52. I would like to have my child's teacher give me suggestions about how to help him do well in school.	-	2	4	14
92. Parents would be better at teaching their children if given help by the school.	1	3	10	6
68. I would like to attend a monthly session with my child's teacher about how I could help him learn.	2	6	2	10
96. The schools should provide training for parents on how to help children learn at home.	1	7	5	7
84. I would approve of a teacher spending more time with parents even if it meant spending less time with children.	10	5	5	-

Distribution of Scale Scores
(parentheses show possible range)

Scale	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
A						(						2		2	5	3	2	2	1	1	1						
B						(										1			1	3	5	10)					
E						(										1	1	4	1	2	5	6)					
H						(								2	1	1	2	4	6	1	1	2)					
O						(								2	2	1	3	3	3	1	3	2)					
V						(									1	1	2	1	4	8		3)					
X						(	3	1	1	4	3	4			1	2	1					)					
Y						(					1	2	6	2	1	1	1	1	1	1	4	)					
C					(		4	1	3	1	2	3	4			1		)									
F				(1	2			1	3	3	2	1	3	3	1			)									
I					(					1		2	3	2	4	4	3)										
J					(									1	5	6	8)										
L					(		1	1	3	5	2	3			2	1	1)										
D				(16	3			1						)													
G				(							3	5	9	3)													
M				(			1		4	4	4	6	1)														
N				(		3	8	5	1	2	1		)														
P				(5	6	4	3	1		1			)														
Q				(						2	3	8	7)														
S				(		1			1	3	7	5	3)														
T				(3	5	3	4	2	2	1			)														
U				(	1			1		4	5	4	4)														
W				(			1		5	4	6	2	2)														
K		(			1	1	1	3	3	3	4	2	)														
R		(	1		1	2	3	5	1	5	1		)														

00030

Home School Relations Inventory, Parents' Version, Post-Test
(To be used at the end of the school year)

Ninteen scales (A,B,D,E,F,H,K,L,M,N,P,Q,R,S,T,U,V,W,X) are the same in the Post-Test as in the Pre-Test. The other six scales (C,G,I,J,O,Y) are similar, but where the Pre-Test expresses expectation, the Post-Test reports what has actually happened during the kindergarten year.

The Post-Test version, where it differs from the Pre-Test, is as follows:

C. Help to teacher
- 7. I have helped as an aide in the classroom.
- 15. I have been on field trips with the class.
- 23. I have helped with games at a class party.
- 30. I have tutored a child who needed special help.

I. Helping with "homework"
- 13. I have helped my child learn number skills at home.
- 21. I have helped my child in learning to read.
- 28. I have helped my child learn to write.
- 33. I have helped my child on school projects.

J. Comfort at school
- 37. I have made suggestions to the teacher about how to help my child.
- 53. I have called my child's teacher to ask questions.
- 69. I have contacted the teacher about problems my child has had.
- 85. I have felt "at home" in talking to my child's teacher.

O. Suggestions or training received from teacher
- 52. My child's teacher has given me suggestions about how to help him do well in school.
- 68. I have attended group meetings with my child's teacher about how I could help him learn.
- 42. The teacher has recommended TV shows for my child to watch at home.
- 58. The teacher has sent home books that I could read with my child.
- 74. My child's teacher has suggested family games and activities that help children learn.
- 88. The teacher has suggested activities and places I could share with my child.
- 93. The school has arranged field trips for parents and children together.

Y. Attitude about help from teacher for home education
Items 52 and 68 are included in scale O above.
Items 84, 92, and 96 are repeated.

The Post-Test version of Scale G was used in the pilot study. The Pre-Test version is as follows:

C. Support of Schools
- 11. I expect to talk with my child about his school activities.
- 19. I have told my child that kindergarten will be fun.
- 27. I expect to help my child work out his problems at school.

Scales and Items on Home-School Relations Inventory
Teachers' version, Post-Test (to be used at the end of the school year)

A. Actual contact with parents
1. On the average, I have had private conversations with each of my pupil's parents.
2. I have held open house in my classroom.
3. I have been to PTA.
4. Parents have been invited to visit class during regular class time.
5. Each parent has been invited to come for private conferences.
6. Altogether I have visited the homes of pupils.

(not at all once or twice 3 to 5 times 6 to 8 times more than 8 times)

B. Desire for contact with parents
1. If it were possible, I would like to talk to all my pupils' parents.
2. If it were possible, I would like to hold open house in my classroom.
3. I would like to go to PTA.
4. I would like each parent to visit class during regular class time.
5. I think parents and teachers should have a private conference even if there is no special problem.
6. I would like to visit the home of each pupil.

(not at all once or twice 3 to 5 times 6 to 8 times more than 8 times)

C. Importance of home learning (more than school)
1. A child's success in learning to read is influenced more by his home than his school.
2. The most important part of a child's learning happens before he starts school.
3. Even during school years, the most important part of a child's learning happens at home.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

D. Importance of school learning (more than home)
1. After a child starts school, most of what a child learns comes from school.
2. Schools are responsible for the fact that many children don't learn to read well.
3. Better schools are the answer to learning problems.
4. Early schooling is the best answer to learning problems.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

E. Value of home education
1. Talking a lot to a child during his first year of life helps him learn to read better.
2. Playing games at home teaches a child things that will be useful in school.
3. Reading with a child during his first two years helps him learn to read later.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

60032

F. Encouraging parents to help with schoolwork
1. I give suggestions to parents about how to help their children do well in school.
2. I try to give parents confidence in their ability to help their children learn.
3. I ask parents to help children with their schoolwork.
4. I show parents methods for teaching reading skills to their own children.

(not at all, seldom, sometimes, often)

G. Willingness to train parents to teach
1. I would like to give parents suggestions about how to help their children do well in school.
2. I would be willing to hold monthly sessions with parents to help them help their children learn.
3. I would like to spend more time with parents even if it meant spending less time with children.
4. Parents would be better at teaching their children if given help by the school.
5. Schools should provide training for parents on how to help children learn at home.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

H. Willingness to suggest activities
1. I would like to recommend TV programs for children to watch at home.
2. I would like to send home books that parents could read with their children.
3. I would like to suggest family activities and games that help children learn.
4. I would like the school to arrange field trips for parents and children together.
5. It would help parents to have suggestions from teachers on activities and places they could share with their children.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

I. Evaluation of contact with parents (negative)
1. Parents should leave teachers alone and not try to get involved with them.
2. Teachers would be just as glad if parents stayed away from school.
3. Teachers can do a better job if parents stay out of the classroom.
4. Teachers should not try to influence what goes on in the home.
5. Teachers are too busy to spend any more time with parents than they already do.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

J. Evaluation of contact with parents (positive)
1. Teachers can help parents do a better job of teaching children at home.
2. Parents can learn a great deal from teachers about ways to help their children.
3. Teachers can help children more if they know the families.
4. A conversation between parent and teacher can help solve a child's problem.

5. Children would be happier if parents and teachers worked together.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

K. Parents help in school (actual practice)
1. I have had parental help in the classroom.
2. I ask parents to share their skills with the class.
3. I have found parents helpful in tutoring children with special problems.

(not at all, seldom, sometimes, often)

4. The number of different parents who have helped me this year is

(none, 1-3, 4-8, 9-12, more)

L. Suggesting activities (actual practice)
1. I recommend TV programs for children to watch at home.
2. I send books home that parents can read with their children.
3. I suggest family activities or games.

(not at all, seldom, sometimes, often)

M. Value of "homework" (negative)
1. Teaching a child to read is a job for a trained teacher, not a parent.
2. Only a teacher can decide when a child is ready to learn to read.
3. Since parents may not know the right methods, they shouldn't help their children with school work.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

N. Value of homework (positive)
1. Children learn to read better if parents and teachers both teach them.
2. A child will learn to read sooner if parents help him at home.
3. Almost any parent can help his child with school work.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

O. Skills in helping parents
1. I know how to lead group discussions with mothers on subjects of interest to them.
2. I know how to get out a newsletter that includes suggestions of activities for parents and children at home.
3. I know how to demonstrate to parents methods for teaching reading skills at home.
4. I know how to demonstrate crafts to groups of parents, so they could do them with their children.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

P. Comfort with parents (positive)
1. I feel free to suggest to parents how they might help their child.
2. I feel free to call parents with any questions I have.
3. When a child comes to school with a problem, I feel free to contact the parents.
4. I feel at ease in talking to the parents of my children.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

Q. Comfort with parents (negative)
1. I dread the time for conferences with parents.
2. I feel ill-at-ease when I visit a child's home.
3. I get tense when I have to talk to a parent about a child.

(not at all, seldom, sometimes, often)

R. Communicating with teachers through children
1. I encourage children to talk to their parents about school.
2. I suggest to children that they ask their parents to help them with projects.
3. I suggest to children that they read with their parents.

(not at all, seldom, sometimes, often)

S. Rejection of parental contact
1. Parents trying to help in the classroom makes for more confusion than learning.
2. Teachers should resist parents' efforts to tell the teacher how to teach.
3. It disrupts the class to have parents visit during class hours.

(strongly disagree, mildly disagree, mildly agree, strongly)

T. Rejection of teaching parents
1. I would rather attend a workshop on teaching children than a workship on working with parents.
2. My job is teaching children, not parents.
3. Working with parents is a job for a specialist, not the classroom teacher.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

4. How many hours a month would you like to work with parents?

(0-1, 2-4, 5-8, 9-12, more)

U. Teachers' right to ask for help (negative)
1. Teachers should carry out their own job and not expect help from parents.
2. Schools have no right to ask parents to help.
3. Parents are often too busy or are unwilling to help in the schools.

(strongly disagree, mildly disagree, mildly agee, strongly agree)

V. Children teach others (belief in)
1. Children learn more from teaching other children than from regular classroom activities.
2. Children who help younger children in school learn from it themselves.
3. Children like to teach other children who need special help in school.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

W. Being taught by children (belief in)
1. Children learn some things from other children as well as they do from a teacher.
2. Children can sometimes be taught more by an older child than by a regular classroom activities.
3. When one child teaches another, it is a valuable experience for both.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

X. Children Teach others (actual practice)
1. I encourage my children to help one another.
2. If one of my pupils is especially good in some subject, I ask him to teach it to other children in the classroom.
3. I ask pupils who are ahead to help other pupils on a one-to-one basis.

(not at all, seldom, sometimes, often)

Y. Children teach others (negative)
1. I don't want my pupils to spend any of their time teaching other children.
2. I don't want my pupils to be taught by other children.
3. Children should do their own work without help from others.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

Z. Desire for training
1. I need more training to work with parents.
2. I would like to learn how to work with parents more effectively.
3. I would like to attend an in-service training program at my school designed to help teachers work effectively with parents.

(strongly disagree, mildly disagree, mildly agree, strongly agree)

Teacher's Version, Pre-Test
(to be used at the beginning of the school year)

Twenty scales (B,C,D,E,G,H,I,J,M,N,O,P,Q,S,T,U,V,W,Y,Z) are the same as in the Post-Test. Six scales (A,F,K,L,R,X) are similar to the Post-Test scales, but the questions are phrased as plans, hopes, and expectations, to be compared with the Post-Test report of what actually occured.

The Pre-Test version, where it is different from the Post-Test version, is as follows:

A. Expected c.ntact with parents
1. On the average, I hope to have private conversations with each of my pupil's parents.
2. I expect to hold open house in my classroom.
3. I will probably go to PTA.
4. I expect to invite parents to visit class during regular class time.
5. Each parent will be invited to come for a private conference.
6. Altogether, I expect to visit the homes of pupils.

F. Encouraging parents to help with schoolwork (Expectations)
1. I expect to give suggestions to parents about how to help their children do well in school.
2. I will try to give parents confidence in their ability to help their children learn.
3. I plan to ask parents to help children with their schoolwork.
4. I will show parents methods for teaching reading skills to their own children.

K. Parents' help in school (Expectations)
1. I will probably ask parents to help in the classroom.
2. I plan to ask parents to share their skills with the class.
3. I expect to ask parents to tutor children with special problems.
4. The number of different parents I hope to have help me in the school program this year is

L. Suggesting activities (Expectations)
1. I plan to recommend TV programs for children to watch at home.
2. I expect to send books home that parents can read with their children.
3. I will suggest family activities and games.

R. Communicating with teachers through children (Expectations)
1. I will try to encourage children to talk to parents about school.
2. I will suggest to children that they ask their parents to help them with projects.
3. I expect to suggest to children that they read with their parents.

X. Children teach others (Expectations)
1. I will encourage my children to help one another.
2. If one of my pupils is especially good in some subject, I will ask him to teach it to other children in the classroom.
3. I expect to ask pupils who are ahead to help other pupils on a one-to-one basis.

99037

Relation of Teachers Scales to Parents Scale

Teachers	Same as Parents	Corresponds to Parents
A		A
B		A
C	W	
D	L	
E	Q	
F,1		Y,1
F,2-4 new		
G,1-3		Y,1-3
G,4-5	Y,4-5	
H		O
I	X	
J	V	
K,1,3		C,1,4
K,2,4-new		
L		O,1-3
M	N	
N	U	
O new		
P		J
Q		D
R new		
S new		
T new		
U,1,2	P,1,2	
U,3		P,3
V,W,X,Y		K,R
Z new		

00038